
**LEARNING TEAMWORK
IN ARCHITECTURAL EDUCATION**

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Preface

Dedication

To Michelle, my main team member.

Acknowledgements

To all my students and the other teachers who have participated in the study over the years I have taught at University of Technology Sydney in the Architecture School and especially to all those who have worked within my studio and who have had to put up with all my ideas.


My thanks also go to Dr Kaye Remington, Dr John Tywford and Dr Peter Burgess,
Thanks for being part of the journey.

Statement of Authenticity and Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution.

To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

Signature

A handwritten signature in black ink, appearing to be 'ZB87' followed by a stylized flourish.

Date

15-11-2006.

Abstract

This work explores the learning of teamwork in the education of professional architects within the context of co-operative education or work-based learning.

Using Grounded Theory, three experiences of Teamwork are studied: Taught Teamwork, which was taught at University of Technology, Sydney over a specific period of time; Learned Teamwork, based on experiential learning; and Accidental Teamwork, teamwork that is derived from experiences both inside and outside the University.

This study utilises results from earlier research in teamwork and in the management of teams, especially the research by Meredith Belbin and others, and a model of teamwork developed by Meredith Belbin. Evidence is presented from the published literature in the field including reviews of current and past theories, and empirical studies. Initially students in the study regarded learning about professional teamwork as secondary during their architectural studies but this research revealed that they later reassessed teamwork as a critical skill in their professional careers.

The basic propositions underpinning this research are that learning teamwork involves both reflection and integrating new knowledge with past experiences, and that teamwork is an appropriate topic to be taught within the university setting. The analysis is conducted from a perspective of both learning teamwork and the governance of teams. The data and analysis offers support for an argument that teamwork is an important skill for professional architects and can be taught in an academic setting. Recommendations for further research are outlined.

Research Endeavour

The aim of this research was to investigate teamwork as a pedagogical frame within the architecture program at University of Technology Sydney and the workplace. This research was also a review of the specific attributes of teamwork and the roles individuals take within a team using a specific psychometric instrument, the "Belbin Self Perception Inventory Profile" (BSPIP).

This study was used to investigate the efficacy of the Belbin model as an instrument for teaching teamwork. Past students were invited to complete a survey and an in-depth interview about what they had studied about teamwork and how they used teamwork in their professional practice. The data was analysed to explore students' experiences of the academic study of teamwork. The analysis of the comments and reflections from the students' surveys and interviews was used to explore the nexus between learned teamwork during their architectural education and teamwork as experienced in professional practice.

Keywords

Architectural Professional Practice, Teamwork, Belbin Self Perception Inventory Profile, Participatory Action Research, Grounded Theory, Experiential Learning, Practice Based Learning.

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